

Comprehensive Literacy Plan Classroom Implementation Guide– Reading (K5-Gr. 8) – Instructional Design

Purpose: High-performing districts and schools adopt high, common expectations for what children should know and be able to do, develop a shared vision of effective instruction, align resources (e.g., curriculum, assessments, professional development) and systems (e.g., support and accountability), and build professional learning communities (e.g., peer observations, coaching supports, student-focused conversations, feedback) around these. Consistent with this approach, the following “reminders” or “look-fors” are provided for classroom teachers, coaches, and school leaders to support implementation of the Comprehensive Literacy Plan (CLP) with fidelity and support continuous improvement in literacy teaching and learning for *all* students. Educators are encouraged to use this tool to guide informal observations and discussions of classroom implementation of the CLP and four domains of effective teaching—planning and preparation, classroom environment, instruction, and professional responsibilities.

The Classroom Implementation Guide is not meant to serve as an evaluation tool or a checklist. It recognizes that teaching is a complex task that requires teachers who are skilled at matching learning objectives, student learning needs, instructional/curricular resources and best practices to ensure that all children achieve to high standards. As such, the look of classrooms effectively implementing the CLP will be diverse. Likewise, the type and intensity of support teachers and school communities need will differ.

CLP Component	*Domain(s)	Implementation Practices: Whole Group (Beginning of Lesson)
Whole Group (Beginning of Lesson) <u>Purpose</u> To expose students to grade level standards, skills, strategies, and resources. <u>Time</u> K5-Gr. 5 20 min. in 90 min. block Gr. 6-8 10 min. in 60 min. block	Planning and Preparation Instruction Professional Responsibilities	<ul style="list-style-type: none"> • Uses student friendly language to communicate learning objectives, high expectations, big ideas, essential questions and/or purpose of the lesson. • Actively engages all students in the lesson. • Uses effective strategies to design instruction that supports ELLs and students with disabilities. • Begins the day with a combination of shared reading and introduction of new theme vocabulary. • Activates and builds background knowledge. • Uses modeling through read alouds and think alouds to demonstrate fluent reading and explicitly explain the use of strategies and vocabulary that are necessary for successful reading comprehension. • Uses strategies that connect personal stories to engage all learners in the central idea of the text. • Builds vocabulary. • Supports oral language. • Processes a piece of text with students. (In time, students read and share their thinking.) • Reads a balance of fiction and non-fiction books and other texts from a variety of genres that are above grade level. • May infuse technology into the lesson. • Uses grade level text and includes all students. • Differentiates the lesson as needed. • Uses check for understanding or other formative assessment to assess student learning and make adjustments to instruction when necessary. • Provides effective, descriptive, and timely feedback. <ul style="list-style-type: none"> • Uses district-approved instructional materials and resources. • Follows allocated time allotment.

Evidence of successful implementation of the Comprehensive Literacy Plan in the reading classroom

**Aligned to Charlotte Danielson’s Framework for Teaching*

Chief Academic Office, Curriculum and Instruction, August 23, 2010

Comprehensive Literacy Plan Classroom Implementation Guide– Reading (K5-Gr. 8) – Instructional Design

Purpose: High-performing districts and schools adopt high, common expectations for what children should know and be able to do, develop a shared vision of effective instruction, align resources (e.g., curriculum, assessments, professional development) and systems (e.g., support and accountability), and build professional learning communities (e.g., peer observations, coaching supports, student-focused conversations, feedback) around these. Consistent with this approach, the following “reminders” or “look-fors” are provided for classroom teachers, coaches, and school leaders to support implementation of the Comprehensive Literacy Plan (CLP) with fidelity and support continuous improvement in literacy teaching and learning for *all* students. Educators are encouraged to use this tool to guide informal observations and discussions of classroom implementation of the CLP and four domains of effective teaching—planning and preparation, classroom environment, instruction, and professional responsibilities.

The Classroom Implementation Guide is not meant to serve as an evaluation tool or a checklist. It recognizes that teaching is a complex task that requires teachers who are skilled at matching learning objectives, student learning needs, instructional/curricular resources and best practices to ensure that all children achieve to high standards. As such, the look of classrooms effectively implementing the CLP will be diverse. Likewise, the type and intensity of support teachers and school communities need will differ.

CLP Component	*Domain(s)	Implementation Practices: Small Group Differentiated Instruction (Teacher-led Explicit Instruction)
Small Group Instruction <u>Purpose</u> To provide students with differentiated instruction at their instructional level to meet their needs. (Occurs simultaneously with Literacy Work Stations) <u>Time</u> K5-Gr. 5 60 min. in 90 min. block Gr. 6-8 45 min. in 60 min. block	Planning and Preparation Instruction Professional Responsibilities	<ul style="list-style-type: none"> Organizes students in small groups based upon instructional goals. Differentiates instruction based on ongoing assessment. Provides explicit instruction to address students’ individual learning needs in the areas of phonemic awareness, phonics/alphabetic principle, oral language development, vocabulary and/or comprehension. Uses student assessment data to group and regroup students in small flexible groups, with varying intensity and frequency, based on students’ learning needs in specific areas. Uses text at students’ instructional reading levels to provide effective, specific and timely feedback. Uses district-approved instructional materials and resources. Evidence of use of formative, benchmark and/or summative assessments to determine flexible groupings, to assess student learning and adapt instruction. Uses check for understanding or other formative assessment to assess student learning and make adjustments to instruction when necessary. Provides effective, descriptive, and timely feedback. Follows allocated time allotment.

Evidence of successful implementation of the Comprehensive Literacy Plan in the reading classroom

**Aligned to Charlotte Danielson’s Framework for Teaching*

Chief Academic Office, Curriculum and Instruction, August 23, 2010

Comprehensive Literacy Plan Classroom Implementation Guide– Reading (K5-Gr. 8) – Instructional Design

Purpose: High-performing districts and schools adopt high, common expectations for what children should know and be able to do, develop a shared vision of effective instruction, align resources (e.g., curriculum, assessments, professional development) and systems (e.g., support and accountability), and build professional learning communities (e.g., peer observations, coaching supports, student-focused conversations, feedback) around these. Consistent with this approach, the following “reminders” or “look-fors” are provided for classroom teachers, coaches, and school leaders to support implementation of the Comprehensive Literacy Plan (CLP) with fidelity and support continuous improvement in literacy teaching and learning for *all* students. Educators are encouraged to use this tool to guide informal observations and discussions of classroom implementation of the CLP and four domains of effective teaching—planning and preparation, classroom environment, instruction, and professional responsibilities.

The Classroom Implementation Guide is not meant to serve as an evaluation tool or a checklist. It recognizes that teaching is a complex task that requires teachers who are skilled at matching learning objectives, student learning needs, instructional/curricular resources and best practices to ensure that all children achieve to high standards. As such, the look of classrooms effectively implementing the CLP will be diverse. Likewise, the type and intensity of support teachers and school communities need will differ.

CLP Component	*Domain(s)	Implementation Practices: Small Group Instruction (Literacy Work Stations)
Literacy Work Stations <u>Purpose</u> To provide students with differentiated opportunities to independently practice, refine, and enhance their skills as readers. (Occurs simultaneously with Teacher-led Explicit Small Group Instruction) <u>Time</u> K5-Gr. 5 60 min. in 90 min. block Gr. 6-8 45 min. in 60 min. block	Planning and Preparation Instruction Professional Responsibilities	<ul style="list-style-type: none"> Uses student assessment data to design literacy work stations that enable students to practice strategies and skills learned in small or whole group lessons in independent level texts. Has the following 5 Literacy Work Stations (may be stationary or mobile): <ol style="list-style-type: none"> Independent Reading w/ Classroom Library Independent Writing Media/Technology Phonics/Word Work Vocabulary Integrates technology and library/media into independent practice time so students can practice their reading skills, research information, demonstrate an understanding of reading skills and concepts and/or reflect on their thinking. Evidence that teacher holds students accountable for the learning. Follows allocated time allotment.

Evidence of successful implementation of the Comprehensive Literacy Plan in the reading classroom

**Aligned to Charlotte Danielson’s Framework for Teaching*

Chief Academic Office, Curriculum and Instruction, August 23, 2010

Comprehensive Literacy Plan Classroom Implementation Guide– Reading (K5-Gr. 8) – Instructional Design

Purpose: High-performing districts and schools adopt high, common expectations for what children should know and be able to do, develop a shared vision of effective instruction, align resources (e.g., curriculum, assessments, professional development) and systems (e.g., support and accountability), and build professional learning communities (e.g., peer observations, coaching supports, student-focused conversations, feedback) around these. Consistent with this approach, the following “reminders” or “look-fors” are provided for classroom teachers, coaches, and school leaders to support implementation of the Comprehensive Literacy Plan (CLP) with fidelity and support continuous improvement in literacy teaching and learning for *all* students. Educators are encouraged to use this tool to guide informal observations and discussions of classroom implementation of the CLP and four domains of effective teaching—planning and preparation, classroom environment, instruction, and professional responsibilities.

The Classroom Implementation Guide is not meant to serve as an evaluation tool or a checklist. It recognizes that teaching is a complex task that requires teachers who are skilled at matching learning objectives, student learning needs, instructional/curricular resources and best practices to ensure that all children achieve to high standards. As such, the look of classrooms effectively implementing the CLP will be diverse. Likewise, the type and intensity of support teachers and school communities need will differ.

CLP Component	*Domain(s)	Implementation Practices: Whole Group (End of Lesson)
Whole Group (End of Lesson) <u>Purpose</u> To provide students with the opportunity to discuss, share, & reflect on their learning while enabling the teacher to identify if there are gaps in the learning and determine next steps in the lesson. <u>Time</u> K5-Gr. 5 10 min. in 90 min. block Gr. 6-8 5 min. in 60 min. block	Planning and Preparation Instruction Professional Responsibilities	<ul style="list-style-type: none"> Has the whole group meet to revisit the focus of the original skill lesson and share ideas and learning through oral discussion and presentation and/or through the use of technology. Integrates listening, speaking, presentation and technology skills into the sharing session. Follows allocated time allotment. Collects and posts evidence of learning. Uses check for understanding or other formative assessment to assess student learning and determine next steps in the lesson. Provides effective, descriptive, and timely feedback.

Evidence of successful implementation of the Comprehensive Literacy Plan in the reading classroom

**Aligned to Charlotte Danielson’s Framework for Teaching*

Chief Academic Office, Curriculum and Instruction, August 23, 2010